



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD:5345.8032 Domain I- Comp.003</b>	<b>Human Resource Management - SU2 11 - ET8032 Code of Ethics MindWalk</b>	<b>5</b>

<p>Description of the Assignment/Performance Tasks (see Appendix I) Domain I – Competency 003.</p>	<p>Review Chapter 247 of the Texas Administrative Code, "Educators' Code of Ethics," conduct observations and/or interviews in your school, and use the results of those observations/interviews to complete the "Code of Ethics Mindwalk."</p>
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the</li> </ol>	<p><b>Week 2 Assignment, Part 2: Code of Ethics Mind Walk Through Public Schools, Pre-K-16</b></p> <p>Brainstorm a typical day or week in the life of a public school professional working at any grade level – dealing with students, other staff, parents, and community members. Using your experiences, including interviews and expertise, think of your entire daily or weekly encounters with ethical conflicts; see the TAC Chapter 247 Educators' Code of Ethics resource. Then do the following:</p> <p>Review each of the ethical standards under each of the three main areas of Chapter 247 of the TAC, and identify at least one ethical conflict in each of the three areas of the Code:</p> <p>Overall professional ethical conduct, practices and performance that may result in a complaint:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(B) 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.</p> <p>Situations involving the use of school computers, laptops, printers, photography equipment for personal use/ financial gain that eclipses the professional reason for purchasing the equipment.</p> </div>

<p>assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>Source note: The provisions of this legal code, 247.2 adopted to be effective March 1, 1998, 23 TexReg1022; amended to be effective August 22, 2002, 27 TexReg 7530 and downloaded from the site: <a href="https://lamar.epiclms.net">https://lamar.epiclms.net</a> July 18, 2011.</p> <p>Unethical conduct toward professional colleagues:</p> <p><i>(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.</i></p> <p>The situation(s) the principal mentioned in last week's interview in which colleague's/ school board members had engaged in spreading rumors about the principal's family.</p> <p>Source note: The provisions of this legal code, 247.2 adopted to be effective March 1, 1998, 23 TexReg1022; amended to be effective August 22, 2002, 27 TexReg 7530 and downloaded from the site: <a href="https://lamar.epiclms.net">https://lamar.epiclms.net</a> July 18, 2011.</p> <p>Referencing principal's interview July 14, 2011.</p> <p>Unethical conduct toward students:</p> <p><i>(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.</i></p> <p>Incident involving the neglect of a teacher regarding a particular student; Teacher required to write a letter of apology.</p> <p>Source note: The provisions of this legal code, 247.2 adopted to be effective March 1, 1998, 23 TexReg1022; amended to be effective August 22, 2002, 27 TexReg 7530 and downloaded from the site: <a href="https://lamar.epiclms.net">https://lamar.epiclms.net</a> July 18, 2011.</p> <p>Referencing principal's interview July 14, 2011.</p> <p>Describe the possible consequences of personnel engaging in any of the above ethical conflicts.</p> <p>The possible consequences include, official reprimand, loss of job immediately, non-renewal of contract, and further litigation.</p> <p>Using one of the above conflicts as an example, describe how you would respond to the conflict as a campus principal.</p> <p>In each case, the staff member involved would be called in for a brief consultation/ discussion of the situation, i.e. He/she would be informed of what they have done that is in violation of local/state school law; this would be followed with a request to cease the activity(ies) that are in violation of local/state school law and provide whatever redress is appropriate. In the case of inappropriate use of school equipment for personal gain. The staff member would be requested to prove school equipment has not been used for personal gain and/or documentation of donation of all monetary gains that resulted from the use of school equipment, back to the school program. The meeting would be documented in case the problem repeats in the near future, in order to show cause for further elevated action.</p>
<p><b>Reflection:</b></p>	

In reflecting about this part of the assignment, I would have to say that it was not made clear to me that this log and reflection was part of the assignment. I have spent many hours working through the assignments and pondering the logs 2, 3, and 4—looking for what I really need to do in order to consider them successfully completed, as I worked through the specific assignments- which have fairly clear instructions. When it comes to these logs, documents that are critical to my graduation from this course, I feel as though I have had to guess what they are, what information needs to be included, which forms are being required, etc. It begs the question, “Are you getting a good quality product that way?” I cannot help but think that the inclusions of specific instructions, documenting where to find the paperwork required and which exact forms are required in the weekly overview would result in drastically improved and on-time completed documents.

The ethical “Mind Walk”...

The administrators at Falls City ISD are not “wordy,” they do not embellish anything and at this time of year, they are seriously spending as little time as possible at school. I mentioned I needed to ask about disciplinary situations last week and left a copy of the questions with the intention of discussing them and taking notes. The principal, graciously stated the situations that required disciplinary action, then stated the action taken. Each scenario was a one sentence response, very cut and dried no real discussion. There is very little information to critique and/or reflect upon.

In retrospect, minimal, basic documentation of situations with possible legal ramifications is probably a good idea. There is less likelihood that a short dissertation will inadvertently provide unintended leverage against one, in the case of a legal action. In further considering the actions taken, and whether or not she demonstrates cultural proficiency. It appears to me that using the criteria of cultural proficiency in the 2007 article, *Cultural Proficiency: Tools for Secondary School Administrators* by Kikanza, N. et.al., the principal analyzed each situation based upon guiding ethical code (247.2 ) and acceptable cultural responses within our conservative rural community and demonstrated she can, “communicate effectively with them, understand who they are and the cultural context from which they come, and perceive and treat them with respect.”(18). She applied appropriate remedies and the situations were resolved without a lot of fuss.

When considering what I learned from the discussion board regarding the ethics questions. I would have to say that everyone has a similar personal definition of ethics. Their ideas for application by principals and by themselves in the future also seem similar. They all seem to acknowledge that any ethical decisions they make will have to align with the code of ethics under which they work, the cultural ethics where they work, and their personal sense of what is a fair ethical response to the situation at hand. According to Dr. Diane Mason,

*School leaders frequently make decisions that affect students, faculty, staff, parents, and the community. As difficult as it may seem, some feel pressured by colleagues, friends, and community leaders to make decisions that might not be totally aligned with a personal code of ethics. I usually advise prospective administrators to carefully make decisions based upon data and what has already been set as a precedent. Remember, once you set a "standard" or "precedent," then it is difficult to openly deviate from that pathway.* Discussion log comment,7/19/2011

As a result of her comments, an essential element of making fair ethical decisions was revealed to me. Prior to her comment, I had an inkling of an idea that it would be prudent, but now, I know that in the future, I will review previous decisions of similar situations and record all decisions as a means of staying fair and equitable, especially when outside influences threaten to influence my decisions. It is easier to fall back on a precedent, than to continually explain a deviant decision.

I did not get as much information from local administrators as I had hoped; however, that in itself was a lesson. Dr. Mason’s comments cemented my ideas about a process for fair, consistent, and ethical decisions, while the Kikanza article instructed me that the culture of the community also

determines ethical statutes that are correct for a community and cultural proficiency is an essential element in fair, consistent, and ethical decisions. The discussion board is a wonderful communication resource for communicating with fellow educators who are in this journey with me. We cannot meet face-to-face, but I am getting to know them and about them, gathering invaluable insight into situations that I just would not otherwise get in my rather isolated corner of the world in rural south Texas. Lindsay Harris's comments this week were particularly interesting and thought provoking this week as she has had to make a transition from standards that are ethically appropriate in Michigan to standards that are ethically correct in South Texas. I would like more information regarding the differences from her. If I get the opportunity to relocate, even to a larger community, her information might be very helpful. I also need to do more reading on how to arrive at fair, ethical, and consistent decisions regarding conflicts between school community stakeholders.

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Kikanza, N., Lindsey, D., Terrel, R., Lindsey, R. (2007), Cultural Proficiency: Tools for Secondary School Administrators, Principal Leadership; Sep. 2007(8,1), (16-22) Research Library

Mason, D. (2011, July 19) RE: EDLD 5345 Human Resource Management - SU2 11 - ET8032, Week 2 Discussion. Questions of Ethics(Web Log comment): Retrieved from <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2043695>

Harris, L. (2011, July 19) RE: EDLD 5345 Human Resource Management - SU2 11 - ET8032, Week 2 Discussion. Questions of Ethics(Web Log comment): Retrieved from <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2043695>

Referencing principal's interview July 14, 2011.